



Grade Level: 8

Subject: Language Arts

### Unit: Culture and Belonging

Standards:

- 8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.
- 8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.
- 8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin
- 8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3 Interpret figures of speech (e.g. *verbal irony*, *puns*) in context.
- 8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.
- 8.RN.3.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3 Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- 8.ML.2.2 Analyze and interpret how people experience media messages differently depending on point of view, culture, etc.
- 8.W.4: Apply the writing process to –  
Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- 8.SL.2.1 Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

Lesson	Objective	Materials/Activities
“Refugee High”  (estimated 2 periods)	Readers can identify a central idea in a piece of media. 8.RN.2.2	<ul style="list-style-type: none"> <li>• Introduction to Immigration</li> <li>• Immigration video</li> <li>• “Refugee High”</li> </ul>



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Lesson	Objective	Materials/Activities
	Readers critically analyze a piece of media. 8.RN.2.1  Readers participate in collaborative discussions. 8.SL.2.1	<ul style="list-style-type: none"> <li>• Media Analysis Terms/Activity</li> </ul>
“Immigration Stories of Yesterday and Today”  (estimated 2 periods)	Readers can identify aspects of literature including its relationship to characters, setting, and plot for the purpose of analysis. 8.RL.2.2	<ul style="list-style-type: none"> <li>• “Immigration Stories of Yesterday and Today” (Scholastic Website)</li> <li>• Data Analysis Chart</li> <li>• Immigrant Discussion based on notes</li> <li>• Ellis Island Virtual Tour</li> </ul>
"My Favorite Chaperone" & NYT Article  (estimated 8 periods)	Readers learn and apply definitions and concepts of specific words. 8.RV.3.1  Readers can identify elements of the plot and can document those events on a graphic organizer. 8.RL.2.2  Readers use textual evidence to support analysis. 8.RL.2.1  Readers use dialogue to learn about a character and his/her point of view. 8.RL.2.3	<ul style="list-style-type: none"> <li>• “My Favorite Chaperone”</li> <li>• Traditional plot diagram</li> <li>• Vocabulary: sponsor, stun, dispatcher, scuffle, whimper, immigrate, relocate, characterization, dialogue</li> <li>• NYT Article</li> <li>• Assessment: Using your plot diagram to reflect on the story, identify a central idea of the story and use textual evidence to support your thoughts.</li> </ul>
"The Lathomecomer"  (estimated 6 periods)	Readers use textual evidence to support analysis of the text and inferences made when reading the text. 8.RL.2.1  Readers identify and interpret figures of speech (imagery, simile, metaphor, allusion, symbolism). 8.RV.3.3  Readers engage in collaborative discussions and build on others’ ideas. 8.SL.2.1	<ul style="list-style-type: none"> <li>• “The Lathomecomer”</li> <li>• Figurative Language Notes/Practice</li> <li>• Figurative Language Padlet</li> <li>• Vocabulary: requisite, resonate, nominal, recap, repatriate, chide, expiration, despondent, allusion, behemoths</li> <li>• Assessment: Figurative Language Padlet, collaborative discussion exit card</li> </ul>
Assessment		



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### Unit: Narrative Writing- Personal Narrative

Standards:

- 8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 8.W.3.3:** Write narrative compositions in a variety of forms that –
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  - Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide an ending that follows from and reflects on the narrated experiences or events.
- 8.W.4:** Apply the writing process to –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
  - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
- 8.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 8.W.4** Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –
- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
  - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
- 8.W.6.1.B.** Verbs- Explaining the function of verbals (e.g., *gerunds, participles, infinitives*) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.
- 8.W.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: A. Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5
- *Applying correct usage of capitalization in writing.* B. Punctuation—Using punctuation (e.g., *comma, ellipsis, dash*) to indicate a pause, break, or omission. C. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5
  - *Applying correct spelling patterns and generalizations in writing.*



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Lesson	Objective	Materials/Activities
Lesson 1  (estimated 1 period)	Writers brainstorm and prewrite a list of ideas using a graphic organizer. 8.W.4  Writers create introductions that engage and orient the reader. 8.W.3.3	<ul style="list-style-type: none"> <li>• Narrative timeline</li> </ul>
Lesson 2  (estimated 1 period)	Writers use description to convey feeling in writing. 8.W.3.3  Writers utilize imagery effectively in narrative pieces. 8.W.3.3	<ul style="list-style-type: none"> <li>• Plot diagram</li> </ul>
Lesson 3  (estimated 1 period)	Writers use dialogue to move their story forward. 8.W.3.3  Writers use prewriting to begin writing a rough draft that unfolds logically. 8.W.4	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>
Lesson 4  (estimated 1 period)	Writers continue crafting rough drafts that contain event sequences that unfold logically. 8.W.4, 8.W.3.3	<ul style="list-style-type: none"> <li>• Show, Don't Tell</li> <li>• Rough Draft</li> </ul>
Lesson 5  (estimated 1 period)	Writers use sensory language and descriptive details in narrative writing. 8.W.3.3  Writers use verbals and active voice to create sentence variety. 8.W.6.1.B  Writers demonstrate a command of English grammar, using pronouns, verbs, adjectives, adverbs, phrases, clauses, compound, and complex sentences. 8.W.6.1.A-D  Writers demonstrate a command of English conventions including capitalizations, spelling, and punctuation. 8.W.6.2  Writers provide a conclusion to a narrative composition that reflects on the narrated experiences or events. 8.W.3.3	<ul style="list-style-type: none"> <li>• Reflective Conclusion</li> <li>• Verbals, Active/Passive Voice—Bell Work</li> <li>• Command of English grammar (pronouns, verbs, adjectives, adverbs, phrases, clauses, compound and complex sentences—Bell Work</li> <li>• Command of English conventions (spelling, capitalization, punctuation)—Bell Work</li> </ul>
Lesson 6  (estimated 2 periods)	Writers develop creative titles for their pieces. 8.W.3.3  Writers use technology to generate writing.	<ul style="list-style-type: none"> <li>• Editing Stations</li> </ul>



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Lesson	Objective	Materials/Activities
	8.W.1	

**Unit: *The True Confessions of Charlotte Doyle***

Standards:

**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.



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- 8.RL.3.1:** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- 8.RL.3.2:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.
- 8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.
- 8.RN.2.1:** Cite textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 8.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
- 8.RV.3.3:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.
- 8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Lesson	Objective	Materials/Activities
Lesson 1  (estimated 3 periods)	Readers respond to literary texts in a variety of ways. 8.RL.1  Readers use context clues and reference materials to identify the meanings of unknown words. 8.RV.2.1, 8.RV.2.5	<ul style="list-style-type: none"> <li>• PowerPoint—Ship Construction</li> <li>• Word Doc—Ship Feelings Paragraph</li> <li>• Word Doc—Anticipation Guide</li> <li>• Word Doc—Vocab</li> <li>• Ship Construction (with response paragraph)</li> <li>• Anticipation Guide</li> <li>• Read W-2</li> <li>• Word Doc –Reader's Response</li> <li>• Vocab</li> </ul>
Lesson 2  (estimated 3 periods)	Readers analyze characters using textual evidence. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Introduction to Character Sketch</li> <li>• Read 3</li> </ul>



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Lesson	Objective	Materials/Activities
Lesson 3 (estimated 1 period)	Readers identify and examine elements of plot. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Word Doc – Reader's Response</li> <li>• Read 4-6</li> </ul>
Lesson 4 (estimated 3 periods)	<p>Readers use textual evidence to support their analysis. 8.RL.2.1</p> <p>Readers consider the use of dialogue and how it impacts the story. 8.RL.2.3</p> <p>Readers consider point of view when reading and analyzing a piece of literature. 8.RL.3.2</p> <p>Readers use context clues and reference materials to identify the meanings of unknown words. 8.RV.2.1, 8.RV.2.5</p>	<ul style="list-style-type: none"> <li>• Vocab</li> <li>• Word Doc - Characterization Clock Partners</li> <li>• Read 7</li> <li>• Word Doc – Reader's Response</li> </ul>
Lesson 5 (estimated 3 periods)	Readers respond to literature in a variety of ways using textual evidence to support their responses. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Read 8</li> <li>• Word Doc - Literary Analysis Stations</li> </ul>
Lesson 6 (estimated 3 periods)	<p>Readers can identify and analyze conflict that occurs in a piece of literature (contribution to plot, impact on characters, etc.). 8.RL.2.2</p> <p>Readers use context clues and reference materials to identify the meanings of unknown words. 8.RV.2.1, 8.RV.2.5</p>	<ul style="list-style-type: none"> <li>• Read 9-12</li> <li>• Zachariah’s Eulogy</li> </ul>
Lesson 7 (estimated 3 periods)	Readers identify and interpret figures of speech (similes and personification). 8.RV.3.3	<ul style="list-style-type: none"> <li>• Read 13-14</li> <li>• Quote Walk</li> </ul>
Lesson 8 (estimated 1 period)	Readers identify and analyze the theme of a piece of literature (including tracing the development through the plot and analyzing the impact on characters). 8.RL.2.2	<ul style="list-style-type: none"> <li>• Read 15</li> <li>• Conflict</li> </ul>
Lesson 9	Readers use textual evidence to support analysis of pieces of nonfiction. 8.RN.2.1	<ul style="list-style-type: none"> <li>• Read 16-17</li> <li>• Word Doc- Similes</li> </ul>



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Lesson	Objective	Materials/Activities
(estimated 3 periods)	Readers identify the central idea of a piece of nonfiction. 8.RN.2.2  Readers analyze the structure of a piece of writing. 8.RN.3.2	
Lesson 10		<ul style="list-style-type: none"> <li>• Read 18</li> <li>• PPT – Trial Explanation and Discussion</li> </ul>
Lesson 11		<ul style="list-style-type: none"> <li>• Read 20-22</li> <li>• Word Doc - Theme</li> </ul>
Unit Assessment		<ul style="list-style-type: none"> <li>• Review Session (estimated 1 period)</li> <li>• Test (2 parts) (estimated 2 periods)</li> <li>• Body Biographies –present to instructor with explanation of chosen quotes</li> </ul>

### Unit: The Thrill of Suspense

Standards:

**8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

**8.RN.2.3:** Analyze how a text makes connections and distinctions among individuals, events, and ideas.





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- 8.RN.3.3:** Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 8.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
- 8.RL.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
- 8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.4.1:** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.W.4:** Apply the writing process to –
  - Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
  - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
- 8.W.3.1:** Write arguments in a variety of forms that –
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- 8.W.3.3:** Write narrative compositions in a variety of forms that –
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  - Organize an event sequence (e.g., *conflict*, *climax*, *resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide an ending that follows from and reflects on the narrated experiences or events.
- 8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 8.SL.2.2:** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3:** Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

Unit Resources:

**Vocabulary-**



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- Week 10 Vocab (What is the Horror Genre/Tell-Tale Heart)
- Week 11 Vocab (Black Cat/Close Reader)

Lesson	Objective	Materials/Activities
Introduction to Unit (estimated 1 period)	Readers identify specific aspects of a chosen genre (horror). 8.RL.1	<ul style="list-style-type: none"> <li>• “Why We Like to be Scared” article</li> <li>• Movie Trailers PPT/Chart</li> <li>• Intro to Genre PPT</li> </ul>
Intro to Poe (estimated 1 period)	Readers build background knowledge by learning about the author of a piece of writing. 8.RL.1	<ul style="list-style-type: none"> <li>• Poe biographical information</li> <li>• Question sheet</li> <li>• Index Cards</li> <li>• Video Clip (educationportal)</li> </ul>
“The Tell-Tale Heart” (estimated 6 periods)	<p>Readers identify and analyze aspects of the plot (conflict and point of view). 8.RL.2.2</p> <p>Readers analyze the narrator of a piece of writing (reliable/unreliable). 8.RL.1</p> <p>Writers analyze and write based on a piece of writing (focusing on narrative techniques). 8.W.3.3</p>	<ul style="list-style-type: none"> <li>• “The Tell-Tale Heart”</li> <li>• “Tell Tale Heart” Movie (in library)</li> <li>• Chart</li> <li>• Writing: Tell Tale Heart from perspective of old man</li> </ul>
“Lamb to Slaughter” (estimated 6 periods)	<p>Readers use close reading strategies to analyze a text. 8.RL.1</p> <p>Readers analyze what a text says explicitly as well as draw inferences from the text. 8.RL.2.1</p> <p>Readers analyze how particular lines of dialogue or incidents in literature affect the mood. 8.RL.2.3</p> <p>Analyze how a text makes connections and distinctions among individuals, events, and ideas. 8.RN.2.3</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented. 8.SL.2.5</p>	<ul style="list-style-type: none"> <li>• “Lamb to Slaughter” text</li> <li>• “Lamb to Slaughter” film (Alfred Hitchcock version)</li> <li>• Venn Diagram</li> <li>• “Women Who Kill” article</li> <li>• Women in the 1950s clips</li> <li>• Mary’s Journal Writing Assignment</li> </ul>



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Lesson	Objective	Materials/Activities
<p>“Monkey’s Paw”  (estimated 7 periods)</p>	<p>Readers compare the differences between reading a selection and viewing a video version of the selection and analyze the choices made by the director. 8.RL.4.1</p> <p>Readers identify and analyze uses of foreshadowing and understand how it moves the plot forward. 8.RL.2.2</p> <p>Readers create responses to literature that incorporate the understanding and use of media. 8.RL.1</p>	<ul style="list-style-type: none"> <li>• “Monkey’s Paw” text</li> <li>• Foreshadowing response sheet</li> <li>• “Monkey’s Paw” play (Scholastic)</li> <li>• Mood assignment</li> <li>• Symbolism Discussion</li> <li>• Video clip from Textbook</li> <li>• Compare/Contrast worksheet (with video from the textbook)</li> <li>• Technique chart and questions</li> </ul>
<p>Assessment</p>		<ul style="list-style-type: none"> <li>• 1 review period</li> <li>• 1 period for the assessment</li> </ul>



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**Unit: *And Then There Were None***

Standards:

**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

**8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

**8.W.3.2:** Write informative compositions on a variety of topics that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**8.RL.4.1:** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RN.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8. RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

**8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

**8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson	Objective	Materials/Activities
Lesson 1  (estimated 1 period)	Readers explore a theme common to the mystery genre (justice). 8.RL.2.2  Readers analyze information and develop opinions (using textual evidence) about the information. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Vocab</li> <li>• Agatha Christie biography (David Suchet video)</li> <li>• Character Chart</li> <li>• Read 1</li> </ul>



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Lesson	Objective	Materials/Activities
	<p>Readers become familiar with words associated with a particular genre. 8.RV.1</p> <p>Readers learn about an author before reading a selection. 8.RL.1</p>	
<p>Chapter 1 (estimated 1 period)</p>	<p>Readers analyze characters throughout a text (ongoing). 8.RL.2.2</p> <p>Readers can determine the central idea of a selection (chapter) throughout a text (ongoing). 8.RL.2.2</p>	<ul style="list-style-type: none"> <li>• Read 2</li> <li>• Character Chart</li> <li>• Chapter Titles (study guide-ongoing)</li> </ul>
<p>Chapter 2 (estimated 1 period)</p>	<p>Readers analyze characters throughout a text. 8.RL.2.2</p> <p>Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2</p> <p>Readers make predictions based on information from the text. 8.RL.2.1</p>	<ul style="list-style-type: none"> <li>• Chapter 2 (21 pages)</li> <li>• Predictions</li> </ul>
<p>Chapter 3 (estimated 1 period)</p>	<p>Readers analyze characters throughout a text. 8.RL.2.2</p> <p>Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2</p>	<ul style="list-style-type: none"> <li>• Chapter 3 (17 pages)</li> <li>• Character Chart</li> </ul>
<p>Chapter 4 (estimated 1 period)</p>	<p>Readers analyze characters throughout a text. 8.RL.2.2</p> <p>Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2</p> <p>Readers consider foreshadowing when examining specific events in the plot. 8.RL.2.1</p>	<ul style="list-style-type: none"> <li>• Chapter 4 (10 pages)</li> <li>• Foreshadowing Chart</li> </ul>
<p>Chapter 5 (estimated 1 period)</p>	<p>Readers analyze characters throughout a text. 8.RL.2.2</p> <p>Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2</p>	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Walk-through observation</li> </ul>



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**Subject: Language Arts**

Lesson	Objective	Materials/Activities
	Readers pay attention to details in the text. 8.RL.1	
Chapter 6  (estimated 1 period)	Readers analyze characters throughout a text. 8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2  Readers cite textual evidence when evaluating a character's emotions. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Character Emotions Chart</li> </ul>
Chapter 7  (estimated 1 period)	Readers analyze characters throughout a text. 8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2  Readers cite textual evidence when evaluating a specific incident in the plot (dreams). 8.RL.2.1	<ul style="list-style-type: none"> <li>• Dream Interpretation Activity <i>Café Conversations</i> (before reading chapter 7)</li> <li>• Chapter 7</li> </ul>
Chapter 8  (estimated 1 period)	Readers analyze characters throughout a text. 8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2  Writers consider characterization when writing a letter in response to literature. 8.W.1	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Writing Assignment: Letter</li> </ul>
Chapter 9  (estimated 1 period)	Readers analyze characters throughout a text.8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Macarthur Letter</li> </ul>
Chapter 10  (estimated 1 period)	Readers analyze characters throughout a text.8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Photo Collage</li> </ul>
Chapter 11	Readers analyze characters throughout a text.8.RL.2.2	<ul style="list-style-type: none"> <li>• Chapter 11</li> </ul>



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**Subject: Language Arts**

Lesson	Objective	Materials/Activities
(estimated 1 period)	Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2	
Chapter 12 (estimated 1 period)	Readers analyze characters throughout a text.8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Chapter 12</li> </ul>
Chapter 13 (estimated 1 period)	Readers analyze characters throughout a text.8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Song Playlist</li> </ul>
Chapter 14 (estimated 1 period)	Readers analyze characters. 8.RL.2.2  Readers conduct research while considering characterization and plot analysis. 8.W.1  Readers present information using technology. 8.W.1	<ul style="list-style-type: none"> <li>• Chapter 14</li> </ul>
Chapter 15 (estimated 1 period)	Readers analyze characters throughout a text. 8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2  Readers read nonfiction while considering the central idea, and apply it to their reading. 8.RN.1	<ul style="list-style-type: none"> <li>• Crime Investigation</li> </ul>
Chapter 16 (estimated 1 period)	Readers analyze characters throughout a text. 8.RL.2.2  Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2  Readers read nonfiction while considering the central idea, and apply it to their reading. 8.RN.1	<ul style="list-style-type: none"> <li>• Chapter 15</li> <li>• Playlist Presentations</li> </ul>
Chapter 17	Readers analyze characters throughout a text. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Chapter 16/Epilogue</li> </ul>



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Lesson	Objective	Materials/Activities
(estimated 1 period)	<p>Readers can determine the central idea of a selection (chapter) throughout a text. 8.RL.2.2</p> <p>Readers read nonfiction while considering the central idea, and apply it to their reading. 8.RN.1</p>	
<p>Chapter 18</p> <p>(estimated 1 period)</p>	<p>Writers create an informative piece using evidence from the text. 8.W.3.2</p>	<ul style="list-style-type: none"> <li>• Manuscript</li> <li>• Sequence chart</li> </ul>
<p>Epilogue</p> <p>(estimated 1.5 periods)</p>	<p>Readers sequence in order to thoroughly understand the impact that events/characters had on the plot. 8.RL.2.2</p> <p>Readers analyze the central idea of a nonfiction text and the connections it makes to the novel 8.RN.2.2 and 8.RN.2.3</p> <p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 8.RN.4.3</p>	<ul style="list-style-type: none"> <li>• Vigilante Justice article</li> </ul>
<p>Genre Comparison</p> <p>(estimated 3 periods)</p>	<p>Readers compare and contrast a written version of a text with a film version. 8.RL.4.1</p>	<ul style="list-style-type: none"> <li>• <i>And Then There Were None</i> video</li> <li>• Compare/Contrast Chart</li> </ul>
<p>Assessment</p>		<ul style="list-style-type: none"> <li>• Review (.5 period)</li> <li>• Test (2 periods)</li> </ul>





Grade Level: 8

Subject: Language Arts

### Unit: Anne Frank

Standards:

**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RL.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

**8.RL.3.2:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

**8.RL.4.1:** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RN.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

**8.RN.2.3:** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

**8.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**8.RN.4.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**8.RN.4.3:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**8.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.

**8.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.



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**8.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**8.RV.3.3:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.

**8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

**8.W.4:** Apply the writing process to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

Lesson	Objective	Materials/Activities
Anticipatory WebQuest KWL – Reader’s list what they know so far and what they want to know during this unit (estimated 1 period)	Readers gain knowledge about the Holocaust by completing a web quest. 8.RL.1  Readers will read/view a variety of nonfiction pieces and tie it to the time period as well as the reading selection. 8.RN.1	<ul style="list-style-type: none"> <li>• Web Quest</li> <li>• Response sheet for Web Quest</li> <li>• Word Doc - KWL Chart</li> </ul>
<i>One Day in Auschwitz</i> (estimated 1 period)	Readers will learn the features of drama and how the features interact with text to convey meaning. 8.RL.1  Readers build background knowledge by learning about the setting of the play. 8.RL.1	<ul style="list-style-type: none"> <li>• Drama notes page</li> <li>• <i>One Day in Auschwitz</i> video</li> </ul>
Nothing Left (estimated 1 period)	Readers view <u>Survivors of the Holocaust</u> and respond/discuss the elements featured in the clip. 8.RN.1  Readers continue to build background knowledge by learning about setting of the play. 8.RL.1	<ul style="list-style-type: none"> <li>• PPT - Nothing Left</li> </ul>
Act 1: 1&2 (estimated 3 periods)	Readers use close reading strategies to begin reading the play. 8.RL.1  Readers use textual evidence to support claims. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Close Reader (Act 1 Scene 1 &amp; 2)</li> <li>• Word Doc –Character Chart</li> </ul>
Virtual Tour (estimated 1 period)	Readers extend their knowledge of the setting by observing a tour of the setting. 8.RL.1	<ul style="list-style-type: none"> <li>• Virtual Tour</li> </ul>



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Lesson	Objective	Materials/Activities
	Readers respond to and share the setting/reading in writing. 8.RL.2.1	
Act 1: 3  (estimated 2 periods)	Readers respond to their reading. 8.RL.2.1  Readers draw conclusions based on evidence in the text. 8.RL.2.1  Readers analyze events that have occurred in the plot. 8.RL.2.1 Readers cite textual evidence to support their answers. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Act 1 Scene 3</li> <li>• Word Doc - Text Comprehension questions</li> </ul>
Act 1:4  (estimated 1 period)	Readers conduct character analysis and analyze dialogue. 8.RL.2.3	<ul style="list-style-type: none"> <li>• Memorial Quilt Explanation</li> <li>• Act 1 Scene 4</li> </ul>
Act 1:5  (estimated 1 period)	Readers respond to the first act by reflecting on the plot and characters. 8.RL.2.3  Readers analyze plot, characters, and support analysis with evidence from the text. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Act 1 Scene 5</li> <li>• Questions at the end in textbook</li> </ul>
Film 1  (estimated 2 periods)	Students analyze a film version of the play and compare it with the text.	<ul style="list-style-type: none"> <li>• Film</li> </ul>
Act 2:1  (estimated 1 period)	Readers conduct character analysis by responding in writing. 8.RL.1, 8.W.1	<ul style="list-style-type: none"> <li>• Act 2 Scene 1</li> </ul>
Act 2:2  (estimated 1 period)	Readers respond to the text by conducting character and plot analysis. 8.RL.2.1  Readers share their responses.  Readers focus on characterization and point of view. 8.RL.1	<ul style="list-style-type: none"> <li>• Act 2 Scene 2</li> <li>• Word Doc - Anne/Peter Letter</li> </ul>



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Lesson	Objective	Materials/Activities
Act 2:3  (estimated 1 period)	Readers understand the impact of dramatic irony and dialogue. 8.RL.2.3  Readers understand how an incident in the plot propels the action forward. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Act 2 Scene 3</li> <li>• Character Foil</li> </ul>
Act 2: 3 & 4  (estimated 1 period)	Readers understand the impact of tone. 8.RL.1  Readers understand the impact of dialogue and identify/defend a theme. 8.RL.2.3	<ul style="list-style-type: none"> <li>• Act 2 Scene 4 &amp; 5</li> <li>• Theme worksheet</li> <li>• PPT – What Happened Next</li> <li>• Word Doc - Niemöller Poem Study</li> </ul>
Film 2  (estimated 1 period)	Readers evaluate the choices made by the director or actors by watching the film version of the text. 8.RL.4.1	<ul style="list-style-type: none"> <li>• Film version of <u>Anne Frank</u></li> <li>• Response questions- discussion</li> </ul>
Assessment  (estimated 2 periods)		<ul style="list-style-type: none"> <li>• Review</li> <li>• Test</li> </ul>
“Remember Auschwitz”  (estimated 1 period)	Students read a speech and discuss whether the message was ideal for the situation. 8.RN.1, 8.RN.3.3  Students use textual evidence to support a claim. 8.RL.2.1, 8.RN.2.1	<ul style="list-style-type: none"> <li>• “Remember Auschwitz”</li> </ul>
Diary Entry Analysis  (estimated 2 periods)	Students will analyze the text in a variety of ways. 8.RL.1, 8.RN.1	Stations PPT and Word Doc



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Subject: Language Arts

### Unit: Argument

Standards:

**8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RN.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

**8.RN.3.2:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**8.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**8.RN.4.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**8.RN.4.2:** Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.

**8.RN.4.3:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

**8.W.3.1:** Write arguments in a variety of forms that –

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a consistent style and tone appropriate to purpose and audience.
- Provide a concluding statement or section that follows from and supports the argument presented.

**8.W.4:** Apply the writing process to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.



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- Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently

Lesson	Objective	Materials/Activities
“Should Stores Be Allowed to Spy On You?” Scope  (estimated 2 periods)	Readers build background knowledge in the genre. 8.RL.1  Readers learn and use content vocabulary. 8.RV.1  Readers identify the central idea and claims in an argument. 8.RN.1	<ul style="list-style-type: none"> <li>• PowerPoint with content vocabulary</li> <li>• SCOPE “Should Stores be Allowed to Spy on You” 1/2015</li> <li>• Tone chart</li> </ul>
“When do Kids Become Adults?”  (estimated 2 periods)	Readers examine argumentative pieces while identifying key elements. 8.RN.4.1  Readers identify the claim, counterclaim, evidence, and rebuttal. 8.RN.4.1  Readers analyze arguments over similar topics. 8.RN.4.1, 8.RN.4.3	<ul style="list-style-type: none"> <li>• Textbook “When do Kids Become Adults?”</li> <li>• Graphic Organizer</li> </ul>
“Is 16 Too Young to Drive a Car?” & “Fatal Car Crashes Drop for 16 Year Olds, Rise for Older Teens”  (estimated 2 periods)	Readers continue to read and analyze arguments. 8.RN.1, 8.RN.4.1  Students analyze specific lines of text and determine the cohesiveness of that selection of the text. 8.RN.3.2	<ul style="list-style-type: none"> <li>• Textbook “Is 16 Too Young to Drive a Car”/”Fatal Car Crashes Drop for 16 Year Olds, Rise for Older Teens”</li> <li>• Response worksheet</li> </ul>
“Persuading Viewers Through Ads”  (estimated 1 period)	Students identify target audience, message, and purpose. 8.RN.4.1  Students analyze how information is presented and its effectiveness. 8.RN.1, 8.RN.2.1  Students examine visual elements of an argument. 8.RN.4.2  Students interpret, analyze, and evaluate the different pieces of media. 8.RN.4.2	<ul style="list-style-type: none"> <li>• Textbook “Persuading Viewers through Ads” (pg 263)</li> <li>• PSA (online textbook website) (pg 264)</li> <li>• Poster (pg 266)</li> <li>• Response worksheet</li> </ul>



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Lesson	Objective	Materials/Activities
<p>“Teens Need Jobs Not Just Cash” &amp; “Teens at Work”</p> <p>(estimated 2 periods)</p>	<p>Students identify and analyze claims and evidence. 8.RN.4.1</p>	<ul style="list-style-type: none"> <li>• Textbook “Teens Need Jobs Not Just Cash”/”Teens at Work”</li> <li>• TED talk</li> </ul>
<p>“Should All Students Be Required to Speak One Language Besides English?”</p> <p>(estimated 1 period)</p>	<p>Students analyze arguments while considering claims, evidence, counterclaims, target audience. 8.RN.4.1</p>	<ul style="list-style-type: none"> <li>• Common Core Workbook “Should All Students Be Required to Speak One Language Besides English?”</li> </ul>
<p>“Should Students Be Required to Stay In School Until They Are 18?”</p> <p>(estimated 2 periods)</p>	<p>Students use a graphic organizer to organize their writing (outline). 8.W.1, 8.W.4</p> <p>Students analyze arguments by considering claims, evidence, counterarguments, and target audience. 8.RN.4.1</p> <p>Students effectively use a thesis statement. 8.W.3.1</p>	<ul style="list-style-type: none"> <li>• Common Core Workbook “Should students be required to stay in school until they are 18?” (practice)</li> <li>• Outline</li> </ul>
<p>Criterion Prompt</p> <p>(estimated 2 periods)</p>	<p>Students compose arguments. 8.W.3.1</p> <p>Students write effective introductions to arguments. 8.W.3.1</p> <p>Students utilize transitional words, phrases, and sentences to increase sentence fluency in their writing. 8.W.3.1</p> <p>Students present counterarguments and rebuttals when writing arguments. 8.W.3.1</p> <p>Students write effective conclusions. 8.W.3.1</p>	<ul style="list-style-type: none"> <li>• Criterion</li> </ul>
<p>“Should Individuals Be Prosecuted for Statements Made on Social Media?”</p> <p>(estimated 2 periods)</p>	<p>Students respond to arguments in writing. 8.RN.4.1</p> <p>Students write arguments while evaluating credibility of sources and analyzing the strengths of arguments from sources. 8.W.3.1</p> <p>Students write arguments that have strong claims that are backed by textual evidence. 8.W.3.1</p>	<ul style="list-style-type: none"> <li>• Common Core Workbook “Should Individuals Be Prosecuted for Statements Made on Social Media?”</li> </ul>



Grade Level: 8

Subject: Language Arts

### Unit: Civil War

Standards:

**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RL.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

**8.RL.3.1:** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

**8.RL.3.2:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

**8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RN.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

**8.RN.2.3:** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

**8.RN.3.2:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**8.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**8.RV.3.3:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.

**8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

**8.W.3.2:** Write informative compositions on a variety of topics that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Choose language and content- specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**8.SL.4.1:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**8.LS.4.2:** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.





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Subject: Language Arts

Lesson	Objective	Materials/Activities
Introduction to the Civil War WebQuest  (estimated 1 period)	Readers become familiar with the time period and major players. 8.RN.1/8.RL.1	<ul style="list-style-type: none"> <li>Intro to Civil War WebQuest</li> </ul>
<i>from The Narrative of the Life of Frederick Douglass, an American Slave</i>  (estimated 1 period)	Readers examine text structures. 8.RN.3.2  Readers continue to cite textual evidence when responding to a nonfiction text. 8.RN.1  Readers identify the author’s purpose. 8.RN.3.3  Readers analyze the use of dialogue in a text. 8.RL.2.3  Readers identify point of view. 8.RL.3.2  Readers analyze causes and effects in a nonfiction piece. 8.RN.1	<ul style="list-style-type: none"> <li><i>from The Narrative of the Life of Frederick Douglass, an American Slave</i></li> <li>Questions (doc)</li> <li>Cause/Effect chart</li> </ul>
<i>"My Friend Frederick Douglass"</i>  (estimated 1 period)	Readers continue to cite textual evidence when responding to text. 8.RN.1, 8.RL.1  Readers examine text structure. 8.RN.3.2	<ul style="list-style-type: none"> <li>"My Friend Frederick Douglass" (Close Reader)</li> </ul>
“The Drummer Boy of Shiloh” by Ray Bradbury  (estimated 1-2 periods)	Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence. 8.RL.2.1  Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. 8.RL.2.2  Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision. 8.RL.2.3	<ul style="list-style-type: none"> <li>“The Drummer Boy of Shiloh” by Ray Bradbury</li> <li>Guiding PowerPoint</li> <li>Civil War letters (primary documents)</li> </ul>



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Subject: Language Arts

Lesson	Objective	Materials/Activities
	<p>Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs. 8.RL.3.2</p> <p>Analyze how a text makes connections and distinctions among individuals, events, and ideas. 8.RN.2.3</p> <p>Write <b>informative</b> compositions in a variety of forms that –</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. 8.W.3.2</p>	
<p><i>"Harriet Tubman: Conductor on the Underground Railroad"</i></p> <p>(estimated 3 periods)</p>	<p>Readers complete a webquest that provides background knowledge. 8.RN.1 (1 period)</p> <p>Readers analyze the author's craft by examining text structure. 8.RN.3.1 (1 period)</p> <p>Readers read, analyze, discuss, and interpret nonfiction (codes). 8.RN.2.1</p> <p>Readers synthesize information and create narrative responses based on historical texts. 8.W.3.3</p>	<ul style="list-style-type: none"> <li>● "Harriet Tubman: Conductor on the Underground Railroad"</li> <li>● Webquest (Scholastic)</li> <li>● Underground Railroad Secret Songs/Code</li> <li>● Author's Craft doc</li> <li>● "Canines and Slavery" articles and reflection</li> <li>● Thomas Garrett and William Still article and reflection</li> <li>● <i>Harriet</i> film</li> <li>● <i>Harriet</i> movie Fact v. Fiction article and discussion</li> </ul>



**Grade Level: 8**

**Subject: Language Arts**

Lesson	Objective	Materials/Activities
	<p>Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence. 8.RN.2.1</p> <p>Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. 8.RN.2.2</p> <p>Analyze how a text makes connections and distinctions among individuals, events, and ideas. 8.RN.2.3</p> <p>Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs. 8.RL.3.2</p> <p>Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8.RL.4.1</p>	
<p>Historical Figure Project (several class periods throughout the unit)</p>	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats. 8.W.5</p> <p>Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes. 8.SL.1</p>	<ul style="list-style-type: none"> <li>● Guiding PowerPoint with requirements</li> <li>● List of historical Civil War figures</li> <li>● Notecard and Presentation guidelines PowerPoint</li> <li>● Evaluation sheet for audience during presentations</li> <li>● Research and create a presentation on a Civil War historical figure.</li> </ul>



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Lesson	Objective	Materials/Activities
	<p>Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest. 8.SL.4.2</p>	
<p><i>From Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i>  (estimated 4 periods)</p>	<p>Readers compare and contrast two characters using textual evidence to support their claims. 8.RL.2.1</p> <p>Readers analyze the conflict in the text. 8.RL.2.2</p> <p>Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. 8.RN.2.2</p> <p>Analyze how a text makes connections and distinctions among individuals, events, and ideas. 8.RN.2.3</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 8.RN.3.2</p> <p>Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 8.RN.3.3</p> <p>Write <b>narrative</b> compositions in a variety of forms that – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 8.W.3.3</p>	<ul style="list-style-type: none"> <li>• <i>From Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i></li> <li>• Compare/contrast doc</li> <li>• “Lincoln at Richmond” article and artwork</li> <li>• Write a journal entry from the point-of-view a chosen character using two of three sources.</li> </ul>



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Lesson	Objective	Materials/Activities
<p>"O Captain! My Captain!"  (estimated 1 period)</p>	<p>Readers annotate while reading a poem. 8.RL.1</p> <p>Readers conduct a close read of a poem. 8.RL.1, 8.RL.2.1</p> <p>Readers determine the theme of a poem and use textual evidence to support their claim. 8.RL.2.2</p> <p>Readers identify and analyze the author's use of figures of speech. 8.RV.3.3</p> <p>Readers create a writing composition that mirrors another author's style. 8.W.1</p>	<ul style="list-style-type: none"> <li>• "Captain! My Captain!"</li> <li>• 1 period</li> </ul>
<p>Assessment  (estimated 1 period)</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

**Unit: *The Giver***

Standards:

**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RL.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

**8.RL.3.1:** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

**8.RL.3.2:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.



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- 8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.
- 8.RN.2.1:** Cite textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 8.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
- 8.RV.3.3:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.
- 8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Lesson	Objective	Materials/Activities
Introduction: Anticipation Guide Sharing of Feelings Establish Groups and Norms Student Survey –Family Dinners Article –Family Dinners (Estimated 2 –3 periods)		
<i>Name Assignment</i> (Estimated 2 periods)		
<i>Chapter 1</i> (Estimated 1 period)		Word Doc-Reader's Response
Chapter 2		
<i>Chapter 3</i>		
<i>Chapter 4</i>		



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<i>House of Old</i>		
Dream Activity		
<i>Chapters 5-6</i>		
Discussions		Shout Out to Grandparents, Where Do You See Yourself, Your True Colors

### Unit: The Outsiders

Standards:

**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

**8.RL.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.4.1:** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**8.RL.3.2:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.



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Lesson	Objective	Materials/Activities
Anticipatory  (estimated 1 period)	Readers begin inquiry and tap into background knowledge in preparation for a novel. 8.RL.1	Anticipatory: See, Think, Wonder with images
Novel Work: Reader's Response (continued throughout unit)	Readers study a novel independently and in groups. 8.RL.1	<ul style="list-style-type: none"> <li>• Novel</li> <li>• Word Doc- Reader's Response</li> </ul>
Character Chart	Readers analyze characters throughout a text. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Word Doc –Students study two characters each, in their group to cover all major characters</li> </ul>
Social	Readers use evidence from the text to support analysis of the text. 8.RL.1	<ul style="list-style-type: none"> <li>• Guiding Packet</li> <li>• Worksheet</li> </ul>
Poem	Readers analyze how a poem relates to information in the text. 8.RL.1	<ul style="list-style-type: none"> <li>• Guiding Packet</li> <li>• Poem</li> </ul>
Hero	Readers analyze a subtheme within the novel. 8.RL.2.2	<ul style="list-style-type: none"> <li>• Guiding Packet</li> <li>• Hero</li> </ul>
Advice	Readers examine events in the text and provide textual evidence to support their claims. 8.RL.2.1	<ul style="list-style-type: none"> <li>• Guiding Packet</li> <li>• Advice</li> </ul>
Eye Analysis	Reader's Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision. 8.RL.2.3	<ul style="list-style-type: none"> <li>• Guiding Packet</li> <li>• Chart -</li> </ul>
Brainstorming	Readers develop solutions to problems seen in the novel using textual evidence. 8.RL.2.1, 8.RL.3.2	<ul style="list-style-type: none"> <li>• Guiding Packet</li> <li>• Today's Problems Brainstorming</li> </ul>
Novel vs. Movie	Students analyze the differences between the novel and movie. 8.RL.4.1	<ul style="list-style-type: none"> <li>• Guiding Packet</li> <li>• Movie</li> </ul>
Assessment		<ul style="list-style-type: none"> <li>• 4 quizzes</li> </ul>
Discussions:	8.SL.2.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. 8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by	<ul style="list-style-type: none"> <li>• Canvas: Eye Identify, Slang in the Outsiders, If You Give... The Outsider's Version</li> </ul>





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Lesson	Objective	Materials/Activities
Video Journals Ch 1-2, 3-4, 5-6. 7-8. 9-10. 11-12	identifying specific evidence from materials under study and other resources. 8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture. 8.W.4 Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> <li>Canvas Prompts with You Tube Links –all available on saved PPTs in OneDrive</li> </ul>

**Unit: LTM**

Standards:

LTM, Teacher Letter

**8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

**8.W.4:** Apply the writing process to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.